

## Elements of Early Learning Guidelines: A Tool for Mapping State Progress

OVERALL ELEMENT	COMPONENT	A	P	R	COMMENTS
CONTENT	*Multiple domains: <ul style="list-style-type: none"> <li>• literacy, language, pre-reading</li> <li>• numeracy</li> </ul>				
	*Ages 3-5				
	*Adaptable to various child care settings				
	*Align with K-12 standards				
	Research-based				
	Framed by guiding principles				
	Identify measurable child expectations: <ul style="list-style-type: none"> <li>• benchmarks/indicators</li> <li>• includes examples</li> </ul>				
	Link to other structural components: <ul style="list-style-type: none"> <li>• professional development</li> <li>• assessment</li> <li>• curriculum</li> <li>• program standards</li> <li>• teacher/provider practices</li> </ul>				

KEY: A= Addressed P= in Planning process R= under Review

\* Core GSGS guidelines components

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PROCESS	Involve key stakeholders				
	Identify other guidelines activities and related initiatives				
	Be guided by a core team				
	Follow agreed-upon timelines				
	Be facilitated				
	Access and include relevant expertise				
	Result in a document that communicates clearly with stakeholders				
	Be disseminated widely for public comment				
	Result in a plan to regularly revise the guidelines				

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IMPLEMENTATION	Pilot projects planned				
	Key strategies are identified: <ul style="list-style-type: none"> <li>• dissemination of guidelines to a variety of stakeholders</li> <li>• professional development activities applicable to a wide range of child care settings</li> </ul>				
	Structural supports: <ul style="list-style-type: none"> <li>• funding</li> <li>• coordination                             <ul style="list-style-type: none"> <li>✓ technical assistance network</li> <li>✓ funders, administrators, and regulators of other early care and education initiatives</li> </ul> </li> <li>• incentives</li> </ul>				

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OVERALL ELEMENT	COMPONENT	A	P	R	COMMENTS
ASSESSMENT	Data to be collected: <ul style="list-style-type: none"> <li>• providers reached</li> <li>• guidelines implemented</li> <li>• affects on program practice</li> <li>• affects on child outcomes</li> <li>• other</li> </ul>				
	Means of collecting data: <ul style="list-style-type: none"> <li>• self-reporting</li> <li>• surveys</li> <li>• studies</li> <li>• other</li> </ul>				
	Data analysis: <ul style="list-style-type: none"> <li>• responsibilities</li> <li>• dissemination</li> <li>• use</li> </ul>				
	Resources are identified				

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